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DEVELOPING THE OCCUPATIONAL BUSINESS EDUCATION PROGRAM IN THE SMALL HIGH SCHOOL. BUSINESS EDUCATION CURRICULUM DEVELOPMENT SERIES.

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DESCRIPTORS- *OFFICE OCCUPATIONS EDUCATION, *PROGRAM DEVELOPMENT, *CURRICULUM DEVELOPMENT, *SMALL SCHOOLS, HIGH SCHOOLS, GUIDELINES,

SOME OF THE PROBLEMS INVOLVED IN BUSINESS EDUCATION IN THE SMALL SCHOOL WITH AN ENROLLMENT OF 350 OR LESS, ARE EXPLORED. SUGGESTIONS ARE BASED ON OBSERVATIONS OF PRACTICES IN SELECTED SMALL SCHOOLS, AN EXAMINATION OF THE LITERATURE IN THE FIELD, AND CONFERENCES WITH SCHOOL ADMINISTRATORS, TEACHERS, AND BUSINESSMEN. GUIDELINES FOR DEVELOPING COURSES SUGGEST WAYS OF REDUCING THE HIGH TEACHER LOAD, INSURING ADEQUATE COURSE DEPTH FOR INITIAL EMPLOYMENT, AND ATTAINING COURSE FLEXIBILITY AND ADAPTABILITY. EACH ELEMENT OF THE COURSE OF STUDY IS ANALYZED AS TO CONTENT, POSSIBILITY OF COMBINATION WITH OTHERS, AND METHODS. THE ELEMENTS ARE COMBINED INTO THREE BUSINESS EDUCATION PROGRAMS ILLUSTRATING WAYS OF PROVIDING WELL-ROUNDED, ADEQUATE INSTRUCTION FOR GRADES 10, 11, AND 12--A STANDARD PROGRAM WITH AND WITHOUT SHORTHAND, AN ALTERNATE-YEAR-OFFERING METHOD WITH AND WITHOUT SHORTHAND, AND A SEMINAR METHOD. THE APPENDIX INCLUDES (1) AN ANALYSIS OF JOB ENTRY REQUIREMENTS SUCH AS KNOWLEDGE AND ABILITIES NEEDED, DUTIES, PERSONALITY TRAITS, AND SPEED REQUIREMENTS FOR THE STENOGRAPHER, CLERK-TYPISTS, AND GENERAL OFFICE CLERK, (2) ROOM LAYOUTS DESIGNED FOR THE SMALL SCHOOL, AND (3) A LIST OF BASIC INSTRUCTIONAL EQUIPMENT. (PS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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BUSINESS EDUCATION curriculum development series

DEVELOPING THE OCCUPATIONAL BUSINESS EDUCATION PROGRAM IN THE SMALL HIGH SCHOOL.

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State of California
Dept. of Education
Bureau of Business Education

FOREWORD

The small high school makes an important and necessary contribution to the education of young people for the business occupations. It does not necessarily follow that because the school is small it cannot make a major contribution to vocational business education.

Small schools* generally do not employ more than one full-time business teacher. The school, then, is limited to a certain extent as to the number of business classes offered and the availability of business education facilities.

Large numbers of high school students in the smaller communities migrate to the larger centers seeking employment shortly after graduation. These students, in order to become successfully employed in the business occupations, must possess those skills required in a competitive labor market.

Classes in Typewriting and Shorthand must be correlated with other offerings which include other office skills and understandings in order to develop competency for successful job performance.

This release was prepared as the result of observation of practices in some selected small schools by examination of the literature in the field and conferences with school administrators, teachers, and businessmen.

Curriculum development is a continuous process and subject to review and revision. It is hoped that school districts will review this material and make suggestions for its improvement.

R. C. Van Wagenen, Chief
Bureau of Business Education

* For the purpose of this release an enrollment of 350 or less is considered a small school.

DEVELOPING THE OCCUPATIONAL BUSINESS EDUCATION PROGRAM IN THE SMALL HIGH SCHOOL

I. PURPOSE OF THIS RELEASE:

The small high school business education program is unique. It must be able to meet the diverse needs of a small community, as well as provide for those who will seek employment elsewhere. The enrollment in the school presents curriculum construction problems which when coupled with problems in scheduling a limited number of students becomes extremely difficult. Proper selection of facilities and equipment takes careful consideration in order to meet the changing needs of business education and general education demands.

The purpose of this release is to:

1. Explore some of the more prevalent problems involved in business education in the small school.
2. Introduce some guidelines for the course of study and suggested methods of implementation.
3. Present some room layouts specifically designed for the small school.
4. Present a list of basic instructional equipment.

II. AREAS OF CONCERN ASSOCIATED WITH THE SMALL HIGH SCHOOL:

It is not the purpose here to explore in depth all of the problems which may be encountered, since each school has situations unique to itself. Consideration should be given to the following areas of concern, since they affect the development of adequate curriculum.

General Education in Business: The small school provides general education courses in business education as well as those vocational in nature.

Time is not available to duplicate the efforts of other courses, hence courses in business mathematics and English and economics are probably best left to a coordination effort with the teachers of these subjects.

A responsibility for basic business services and consumer orientation training is paramount in the general education area. The course in General Business serves this need well, and should be considered as the primary general education course. After adequate consideration has been given to development of the vocational curriculum, further offerings of a general, or vocational supportive nature may be implemented.

Vocational Education in Business: Studies done in recent years indicate that due to the diversity of the economy, mobility of the labor force, and increasing demand for occupationally competent high school graduates, they must also provide for the development of salable employment skills. These skills must be provided not only for the local employment market, but the area, state and national market.

The small high school must have current information available on the employment patterns of its graduates. In California follow-up studies indicate that a large percentage of the graduates of small rural schools migrate to the large metropolitan areas where employment is obtainable. It follows then that students must be provided with salable occupational competencies and skills so that they may compete in the job market. Schools should obtain sufficient data on their graduates so that curriculum development will be based on definitive information rather than speculation.

Occupations for which training should be provided: High schools in California today provide vocational business education for employment in both the office and distributive occupations.

The occupations in the office field are: General Office Clerk, Clerk-Typist, and Stenographer. Some of the larger high schools are doing excellent work in training for the specialties within these fields (i.e. medical, legal, technical, etc.). Training for secretaries and specialists has, until recently, been the province of the junior college.

The occupations in the distributive field are those engaged in merchandising and distribution of commodities and services from manufacturer or producer to consumer, including management of retail, wholesale, and service businesses. California high schools offer both the cooperative and the project programs in distributive education.

The foregoing only serves to point up the current occupational programs being offered. The small school obviously cannot provide for occupational competence in all these areas. For the small high school the programs for Stenographer, General Clerk, and Clerk-Typist probably offer the most potentiality, both from the ability of the school and the demand for employees in these occupations. These programs are the basis for all office occupations. Expansion into other fields should be considered after providing adequately in the basic office occupations.

Communtiy needs and larger area employment: As previously mentioned, many small school graduates migrate to areas where employment demands are strong, while some remain in the local employment market. Only through a careful analysis of these groups can curriculum adequacy be insured. Methods include: The student follow-up study, review of other studies done by surrounding districts, and data available from the California State Employment Service.

The Teacher: Teacher competence is a prime factor in the small school. This person must be both a generalist and a specialist. Their teacher training background should include those courses which will provide a complete

competency in all business education curricula. Adequate course work in methodology is also essential. Because of the rural, and sometimes isolated nature of small high schools, teachers should maintain as many contacts with professional organizations in their field as possible. Attendance at conferences and workshops sponsored by a variety of groups is a must.

III. DEVELOPING CURRICULUM:

Curriculum in the small school must be able to provide adequate skill development in the teaching time available. A number of small schools are on a seven period day, with teachers handling six sections. A problem inherent in the one teacher school is the necessity for multiple preparation, since the teacher is required to teach all business offerings, plus additional supervision and activity assignments. Several possible ways of reducing this high load, or at least alleviating it are:

1. Consider the offering of certain courses on an alternate year basis. Examples are: Bookkeeping, Typing II, Sales, and Shorthand.

2. "Blocking" several courses into two periods daily, emphasizing individual programmed instruction and providing for a heterageneous group of students.

3. Providing space available during the school day for students to practice skills previously introduced.

4. Develop more efficient methods of instruction utilizing audio-visual and electronic equipment, and home study methods.

The development of vocational business education curriculum must be based on an analysis of the skill requirements for entry jobs in office occupations for which high school students may be trained. As these skills are identified, the course of study must be examined to be certain that the skills are included in sufficient depth for initial employment. (See Appendix "A" for skill requirements in the Stenographer, Clerk-Typist, and General Clerk occupations.)

The keynote for small school business education is "flexibility" and "adaptability."

IV. THE ELEMENTS OF THE COURSE OF STUDY:

General Business: This one-year course provides the orientation and background into the world of business for all students. In the small school it provides a necessary grounding in business practices and services through which the student is better able to understand the vocational courses. Enrollment should be open to all students.

Typing: The basic vocational course in business is Typewriting. All office occupations are premised on this skill. The problem of the small school is the allocating of sufficient time to master this competency, or more specifically, whether or not to offer two full years of Typing. Often the small school must decide between second year Typing and Shorthand. The Typing I course may be used to develop entry skill competency if intensive methods of instruction are adopted for vocational students. Through the use of electronic audio-visual aids in the classroom, and provision of typewriters for individual practice as well as periodic practice and testing in the advanced courses, the development of entry job skill may be developed with one year of typing. Consideration should be given to providing ten to twenty hours of orientation and practice on the electric typewriter for vocational students.

Shorthand: As previously mentioned, the small high school may not offer shorthand. The decision is based on the nature of the employment patterns of graduates, the qualifications of the teacher, and the availability of time during the school day. It should be noted, however, that a job entry skill in Shorthand of at least 80 WPM is quite often required for obtaining positions in even the lower office occupations, particularly in metropolitan areas. To

offer more than the one-year shorthand course in the one teacher department can only be done at the expense of another course. Through the use of the electronic teaching lab, coupled with home dictation materials, and supplemented by providing an individual study area complete with typewriter and transcription equipment, students may obtain entry skill in one year of instruction. If the alternate year method is employed, provision must be made for skill maintenance in the Senior year for students taking shorthand as Juniors.

Bookkeeping: The small high school often has local employment demands for bookkeepers both in small businesses and on farms and ranches, which requires training in this skill. Additionally, the student planning to enter a metropolitan employment market should have a background in bookkeeping. Business Data Processing is closely tied to accounting and an introduction to this field may be provided in the Bookkeeping course. Additional units of instruction may be developed for orientation to the electro-mechanical bookkeeping machines.

Clerical and Office Procedures: This course is oriented toward the practical application of basic skills to more advanced office operations. Within the course, units of instruction should be considered to cover the following areas: (See Appendix "A").

1. Personal factors
   a. aptitude
   b. grooming
   c. deportment
   d. initiative
   e. job orientation
   f. applying for a job

2. Skill development
   a. Applied typing of office materials
   b. filing
   c. arithmetic
   d. communication skill
   e. mail handling

f. telephone handling
g. transcription
h. record keeping
i. storekeeping
j. electric typewriter

Business Machines: The objectives of this course are to develop entry skill facility on a variety of commonly used business machines as well as to develop the peripheral skills needed to apply business machines to everyday office applications. Consideration should be given to units of instruction in the following areas:

a. ten-key adding machine
b. full bank adding listing machine
c. rotary calculator
d. printing calculator
e. dictation-transcription equipment
f. electro-static, infa-red, or chemical process copy equipment
g. stencil and fluid process reproduction equipment
h. electric typewriter

Business Law and Sales (one semester each): In communities where students find employment in small business and on farms, a knowledge of the Uniform Commercial Code and other units in law are highly desirable, as is an orientation to the distributive education fields, with emphasis on merchandising and sales. By combining these two areas into a one-year offering, these objectives may be met.

The Business Skills Seminar: By combining several "courses" into a block of time (usually two periods daily), the small school may find a more efficient format for providing a well-rounded instructional program. This method may effectively combine the courses of: Office Machines, and Clerical and Office Practice, and through individualized programming of students, be able to provide additional instruction and practice in specialized skills and remedial work.

By obtaining a larger block of time, the class is able to complete more work due to less clean-up time and more continuity. Field trips, and outside speakers are easier and more efficient to schedule with more time available. The "model office" method can be applied since more time is available.

V. THE BUSINESS PROGRAM:

The three business education programs presented here are illustrative of several ways for providing a well-rounded and, yet, adequate program. They are all based on the six-period teaching day (modifications may be easily made for other period arrangements). They are:

1. Standard program with and without Shorthand.
2. "Alternate year offering" method with and without Shorthand.
3. "Seminar" method.

THE STANDARD PROGRAM

No Shorthand

10th grade	11th grade	12th grade
General Business[1]	Typing I[2]	Bookkeeping[3]
(TypingI[2])	Typing II[2]	Clerical & Office Practice
		Business Machines

[1]May be offered to 9th grade also

[2]If Typing II offered, Typing I may be offered at 10th grade. No more than one section daily of each. If no Typing II, Business Law/Sales may be offered.

[3]Bookkeeping may be offered at the 11th grade.

(The Standard Program continued)

With Shorthand

10th grade	11th grade	12th grade
General Business[1]	Typing I[2]	Clerical & Office Practice
	Bookkeeping	Business Machines
		Shorthand

[1]May be offered to 9th grade also.

[2]Typing may be offered for non-vocational students at 9th grade.

ALTERNATE YEAR OFFERINGS

Course	Basic Year	Alternate year
General Business	x	x
Typing I	x	x
Typing II		x
Shorthand	x	
Bookkeeping		x
Clerical & Office Procedures	x	x
Business Machines	x	x
Business Law/Sales	x	

The student program: The following chart shows the availability of courses beginning with the 10th grade in either the basic or alternate year:

1. Student beginning in basic year at 10th grade:

10th year program	11th year program	12th year program
General Business	Typing II	Shorthand
Typing I	Bookkeeping	Clerical & Office Procedures
		Business Machines
		Business Law/Sales

2. Student beginning in alternate year at 10th grade:

10th year program	11th year program	12th year program
General Business	Shorthand	Typing II
	Business Law/Sales	Procedures
	Typing I	Business Machines
		Bookkeeping

PROGRAM WITH SEMINAR COURSE

Note: The "Seminar" system can be applied to either the standard sequence previously discussed, or to the alternate year method, since the courses in Business Machines and Clerical and Office Procedures are both offered in each system at the 12th grade level. (See pages 6 & 7 for content.)

VI. THE FACILITIES

In order to carry on an adequate vocational business education program in the one teacher department, it is necessary to have available at least two instructional areas, and preferably three.

One room should be devoted to the teaching of typewriting, shorthand, and clerical and office procedures. This may be accomplished by the use of "L" shaped or other suitable type desks, giving the room a dual usage. The desks must be large enough to facilitate permanent installation of typewriters, and still provide space for writing. If the electronic classroom is utilized, provision must be made for electrifying some, or all, desks and installation of listening stations. This room would be utilized for the teaching of typewriting classes, shorthand, and the clerical and office procedures course. The number of student stations necessary varies by enrollment in the school.

A second room should be provided for office machines and other instructional equipment. Through the use of dual purpose furniture, this room serves for the teaching of business machines, bookkeeping, business law/sales, and general business if sections are small. This room should be adjacent to and visible from the other classroom. Adequate storage facilities for both instructional supplies and student work must be provided. A sink for clean-up is a must.

A third space need is to provide for individual student study stations and project areas, separate from the other instructional spaces. The small school needs an area where students can come at all times of the day to work on dictation, typing, reproduction, and other assignments. This space can be in conjunction with the department office. (See Appendix "B" for suggested room layouts).

In existing buildings where it is impossible to provide separate instructional areas by function, they must, by necessity, combine facilities into one room. This can be done by adequate planning and judicial use of space. (See Appendix "B" for suggested room layouts for existing buildings).

VII. EQUIPPING THE SMALL SCHOOL:

It is impossible to offer a complete list of equipment for small high schools with varying enrollments, and differing educational goals; however, there are certain items of equipment which are basic to all. It is the purpose of this release to identify equipment items that should be considered in the small school. Some of the factors to consider when determining equipment needs are:

1. Estimated section enrollments
2. Courses offered
3. Methods to be employed (i.e. rotation, blocked, etc.)
4. Ability to finance
5. Rental vs. purchase
6. Special community training needs
7. Facilities available

The following table can be applied as a "rule of thumb" for determining the typewriter station requirements for most small schools. Previous experience in other classroom enrollments will determine the other requirements:

Enrollment	Typing Stations
Under 100	15 - 20
100 - 200	20 - 30
200 - 300	30 - 35
300 - 400	30 - 35 (2 sections Typing I)

The following list of equipment may be considered as an example for a small, one teacher department, in a school enrolling approximately 200 students. As previously mentioned, many factors will affect the actual equipment employed.

Instructional Equipment:

Typewriters for typing classroom:

20 manual 11" carriage
5 electric 11" carriage

Typewriters for machines room and individual study area:

2 manuals 11" carriage
1 manual 16" carriage
1 electric 11" carriage

Business machines:

3 ten-key electric adding machines
1 full keyboard electric adding machine
1 Rotary calculator
1 Printing calculator
2 Transcription machines (1 combination unit)
1 Duplicating machine, fluid process
1 Duplicating machine, stencil process

Furniture: (Number required depends on type of installation and existing furniture available.)

1. Dual purpose desks for typing room (steno lab stations if employed)
2. Machine station desks or tables, work tables (dual purpose)
3. Adequate storage facilities
4. Teachers stations and chairs
5. Posture chairs for all stations
6. Bookcases in all rooms

Miscellaneous Equipment:

2 stop watches
1 interval timer
1 set stencil preparation equipment

Miscellaneous Equipment (continued):

1 paper cutter
2 staplers
1 tape recorder
1 film strip projector
1 overhead projector
1 movie projector (joint use)
1 paper punch
2 filing cabinets

Miscellaneous Facilities:

1. Electrical outlets convenient to all equipment, with master switch.
2. Projection screens and blackout curtains in all business rooms.
3. Electrical outlets convenient to A/V equipment.

The Electronic Classroom (shorthand lab):

If shorthand is taught, the lab should be considered as a means to increase the productivity of instruction thereby reducing the amount of time necessary to reach job proficiency.

Installation of the lab would be in the main Typing/Shorthand room, with space allocated to equipment and tape storage and installation of the individual listening stations on the dual purpose typing desks.

For a school of 200 students, a four-source lab with eight to ten stations should be sufficient.

School personnel should carefully examine equipment available which will best meet their needs, prior to purchase.

APPENDIX "A"

REPORT OF CONFERENCES
called by the Bureau of Business Education
California State Department of Education
With Business and Industry - 1965

AN ANALYSIS OF ENTRY REQUIREMENTS FOR SOME JOBS IN THE OFFICE OCCUPATIONS FOR HIGH SCHOOL STUDENTS

The State Personnel Board job descriptions were used as a base and material taken from these descriptions is indicated in the analysis without an asterisk; additional data taken from job descriptions from other Government agencies are indicated with one asterisk; other information on job descriptions from business and industry is indicated with two asterisks.

STATE PERSONNEL BOARD
*OTHER GOVERNMENT AGENCIES
**BUSINESS AND INDUSTRY

STENOGRAPHER

KNOWLEDGE AND ABILITIES NEEDED

Aptitude for and ability to perform clerical and stenographic work including ability to follow oral and written directions
Willingness to follow a prescribed routine
*Exercise some independent judgment
**Ability to concentrate
**Ability to work rapidly
**Acoustical Acuity
**Cooperation with others
**Work governed by stenographic procedure established by company and not closely supervised or checked
**Rapid reading and comprehension
**Skill in composition
**Skill in verbal expression

DUTIES

Takes dictation and transcribes
Correspondence
Reports
Memoranda
Other
May use transcription machine
*Uses shorthand or stenotype
**Records time, place, and person requiring stenographic service
**Transcribes using required stationery

Handles mail
Receives
Dispatches
Distributes
*Maintains mailing lists
*Sends out material--letters, reports, etc.
**Opens, time stamps, and distributes

DUTIES (CONTD.)

**Records over-all time spent servicing individual
**Assists phonographers and typists when work load is heavy
**Dictation from one or more persons

Types
Form letters
Rough-draft materials
Other forms and documents
Prepares stencils and other duplicating materials
*Memoranda
*Reports
*Statistical tables
**Manuscripts
**Statistical reports
**Oral and copy instructions
**Cuts stencils and Hectograph master copies

Uses following machines
May operate duplicator and other office equipment
*Adding machine
*Addressograph
*Transcribing machine
*Calculator
*Mimeograph and tele-typewriter

Serves as receptionist
Refers telephone calls and visitors to appropriate staff member
*Furnishes desired information when necessary
**Schedules appointments
**Greets visitors
**Keeps tickler
**Takes messages

STENOGRAPHER

STATE PERSONNEL BOARD
*OTHER GOVERNMENT AGENCIES
**BUSINESS AND INDUSTRY

DUTIES (CONTD.)

Telephone
- *Answers
- *Refers calls to proper source of information
- *Answers routine inquiries
- *Operates a secretarial switchboard or does relief work on PBX
- **Takes messages

Files
- Files materials according to specified procedures
- *Maintains office files, records and indexes including tickler systems and follow-ups
- **Files, sorts, or assembles material in alphabetical or numerical order

Keeps records
- Posts
- Keeps simple records
- **Does simple bookkeeping
- **Collects data

Prepares reports
- Assists in preparation of reports and statistical summaries following detailed instructions

DUTIES (CONTD.)

Other duties
- *May supervise typing or clerical work of employees assigned to assist in the work
- **Trains and instructs new employees as directed
- **May post or record data without changing the form
- **May perform computations subject to immediate check or balance

PERSONALITY TRAITS

**Initiative

SPEED REQUIREMENTS

Shorthand--80 words per minute
*Shorthand--80 words per minute
*Shorthand--80 words per minute with 90% accuracy
*Shorthand--90 words per minute
**Shorthand--80-100 words per minute

TYPIST-CLERK

STATE PERSONNEL BOARD
*OTHER GOVERNMENT AGENCIES
**BUSINESS AND INDUSTRY

KNOWLEDGE AND ABILITIES NEEDED

Aptitude for and ability to perform simple clerical work
Use good English
Spell correctly
Ability to follow directions
*Ability to concentrate in midst of distractions
*Transcribing machine operators should have good hearing
*Accuracy and neatness
**Work is generally checked, but sometimes at much later date. However, only general supervision is possible.
**Work is frequently given to typist in abbreviated, roughly-assembled fashion
**Good knowledge of grammar and spelling
**Well organized
**Good attendance
**Good deportment

DUTIES

Types
- Reports
- Case records
- Legal documents
- Requisitions
- Form letters
- Permits
- Licenses
- Charts
- Estimates
- Invoices
- Bills
- Payroll sheets
- Cards
- Orders

DUTIES (CONTD.)

Types (contd.)
- cuts stencils
- Addresses envelopes
- *From plain, corrected copy and rough draft or from verbal instruction
- *Vouchers
- *Receipts
- *Lists
- *Schedules
- *Notices
- *Statistical data
- *Certified copies of documents
- *(Manual or electric typewriter)
- **Statistical reports
- **Memoranda
- **Types Hectograph and Roto Master copies
- **Completes forms

Uses the following machines
- Duplicator
- Other office appliances
- *Billing machine
- *Calculator
- *Photocopy

Handles mail
- Receives
- Distributes
- Dispatches
- Maintains mail lists
- *Collects and delivers correspondence on regular messenger rounds
- *Opens, sorts, time stamps, and routes
- *Stuffs, seals, stamps, meters, and registers outgoing mail

CLERK-TYPIST

STATE PERSONNEL BOARD
*OTHER GOVERNMENT AGENCIES
**BUSINESS AND INDUSTRY

DUTIES (CONTD.)

Serves as receptionist
*Waits on public
*Answers routine inquiries in person

Uses mathematics
Makes and checks simple arithmetical computations
**May perform arithmetic computations subject to check

Telephone
Answers routine inquiries by telephone
*May operate a small switchboard
**Takes messages
**Transfers calls
**Arranges for return

Files
Indexes
*Codes
*Cross-references records or files according to established procedures
*Does filing alphabetical, numerical, chronological, and code
*Pulls and charges out
**Maintains circular files
**Maintains tickler for department affairs

Other duties
Checks columns of figures
*Receives and charges out supplies
**Processes varied orders
**Maintains records
**Clips newspapers
**Takes dictation in longhand

DUTIES (CONTD.)

Other duties (contd.)
**Keeps supply room
**Operates transcribing machines
**Assembles data from various sources
**May determine accuracy of information by direct comparison to a standard
**May perform arithmetic computations subject to check
**Regularly performs a variety of clerical work

PERSONALITY TRAITS

*Friendly manner and attractive personality
**High emotional tolerance level
**Courteous
**Helpful attitude

SPEED REQUIREMENTS

Typing--40 words per minute
*Typing--40 net stroke words per minute
*Typing--45 net words per minute
*Typing--40-50 words per minute
*Ability to type at 45 words per minute
**Typing--50-60 words per minute

CLERK, GENERAL OFFICE

STATE PERSONNEL BOARD
*OTHER GOVERNMENT AGENCIES
**BUSINESS AND INDUSTRY

KNOWLEDGE AND ABILITIES NEEDED

Aptitude for and ability to perform simple clerical work including ability to spell correctly, use good English, and make arithmetical computations
Ability to follow directions
Willingness to follow a prescribed routine
*Independent action
**Ability to grasp details quickly and retain them
**Analytical mind
**Ability to learn
**Capacity to progress

DUTIES

Handles mail
- Opens
- Time stamps
- Sorts
- Distributes
- Assists in maintaining mailing lists
- Addresses, stuffs, and stamps envelopes

Types
- *Codes documents
- *Prepares input data sheets for computer operations
- *Maintains timecards for a group of employees
- *Maintains such files as:
  - Jacket files of work order in process
  - Accumulates daily work time tickets
  - Prepares weekly reports reflecting equipment in process

DUTIES (CONTD.)

Types (contd.)
- **Fills in forms or form letters with names, addresses, dates and amounts
- **From rough draft (handwriting) or from ordinary corrected typewritten copy; includes preparation of correspondence

Uses following machines
- Duplicator
- Other office appliances
- Numbering
- Dating-stamps, papers and documents
- **Adding machines
- **Calculators
- **Knowledge of typewriter keyboard for other jobs
- **Some knowledge of typing skill for some jobs
- **Postage machines

Uses mathematics
- Simple arithmetic computation
- **Checking calculations
- **Financial transactions
- **Bank deposits
- **Reconciliation of statements

Files
- Sorts
- Distributes
- Files cards, letters, checks, and other documents
- Assists in maintaining files
- **Alphabetical, numerical and chronological
- **Simple code
- **Locates and removes material from files when requested

CLERK, GENERAL OFFICE

STATE PERSONNEL BOARD
*OTHER GOVERNMENT AGENCIES
**BUSINESS AND INDUSTRY

DUTIES (CONTD.)

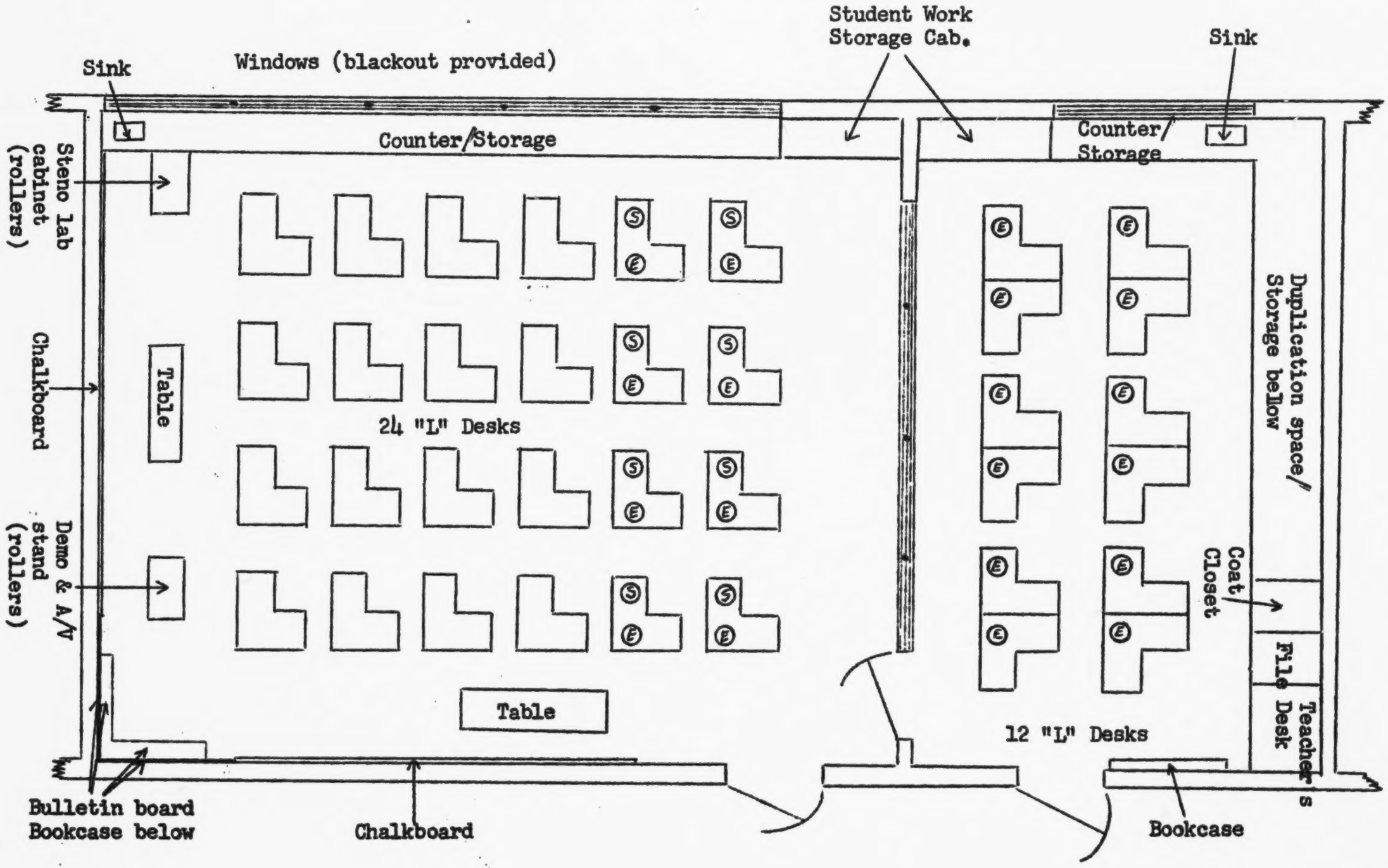
Handles supplies
  Procures
  Distributes
**Receives
**Stores
**Issues supplies and forms
**Receives incoming orders and maintains inventory

Other duties
  Clips newspapers and pastes and arranges clippings
  Fills in and sends out form and circular letters
  Looks up information
  Assists in compiling and tabulating simple statistical data
Assists in maintaining card indexes
**Billing
**Bookkeeping
**Posts
**Searches files for obscure subject matter
**Classifies, indexes, and briefs subject matter of average difficulty

PERSONALITY TRAITS

*Judgement
*Responsibility for accuracy
**Flexible
**Courteous

APPENDIX "B"



KEY

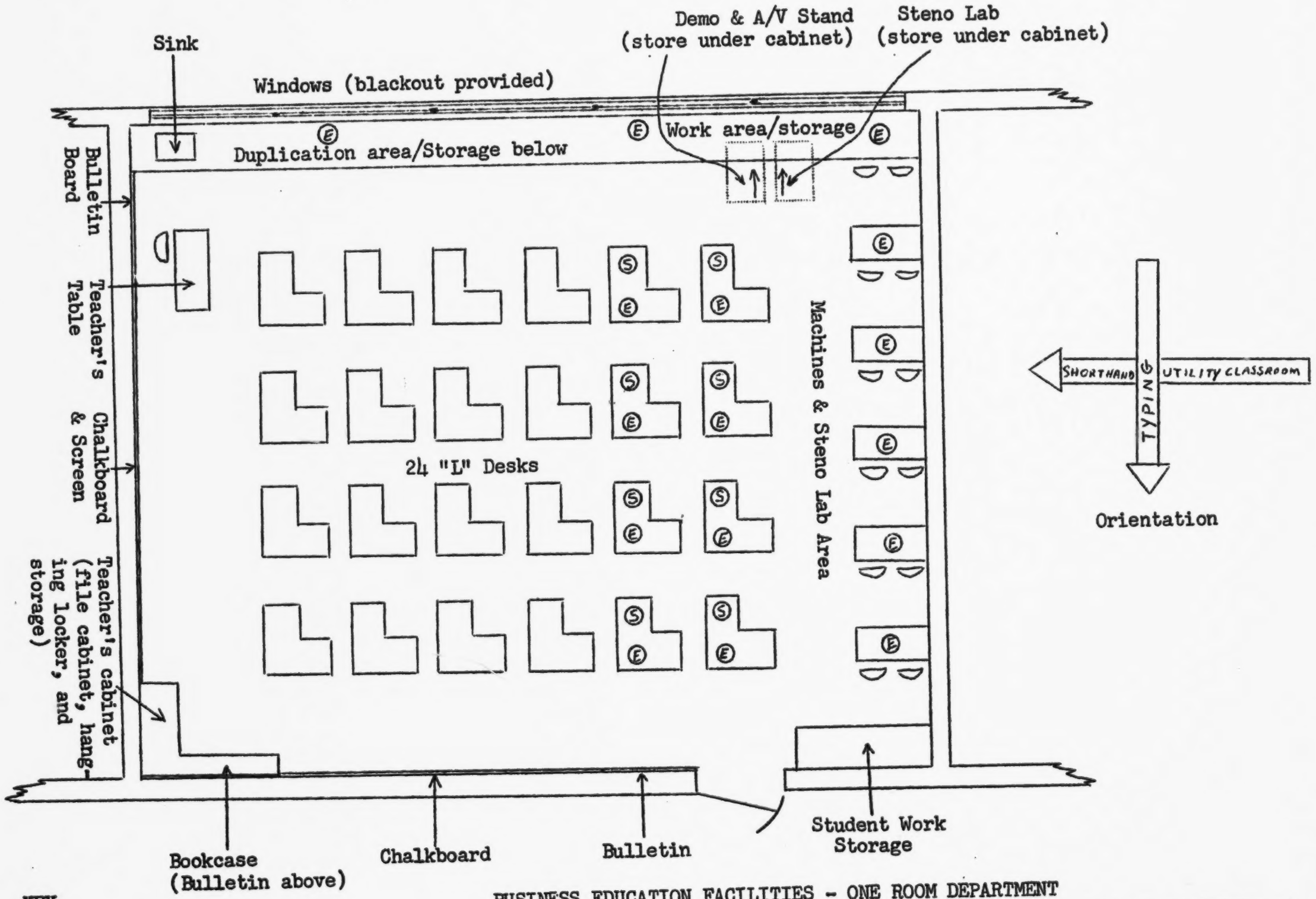
(E) Electrified desk

(S) Steno lab position

BUSINESS EDUCATION FACILITIES - ONE TEACHER DEPARTMENT

Scale

0 5 10 15 20

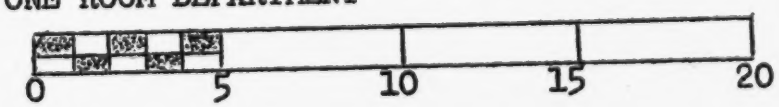


KEY

Ⓔ = Electrified Position

Ⓢ = Steno Lab Position

BUSINESS EDUCATION FACILITIES - ONE ROOM DEPARTMENT



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*Available through Bureau of Business Education Regional Office, 1111 Jackson Street, Room 4064, Oakland, in limited quantities.